



A Study on the Cohesion of English Curriculum in the 3+2 Sub-study Training Model

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This work was supported by Research on the Cohesion of English Curriculum in the 3+2 sub-study Training Model of Shandong Labour Vocational and Technical College Research Project under Grant 2019JG05.

Abstract: With the continuous improvement of the vocational education system, the vocational education curriculum system is also undergoing continuous reform. Strengthening the curriculum connection of vocational education is of great significance for improving the quality of education and promoting the efficiency of talent training. However, there are also some outstanding problems in the 3+2 sub-training model of the 3+2 special texts. In this regard, take the English curriculum as an example to analyze the specific strategies in the sub-training of the 3+2 special texts.

Keywords: 3+2 sub-subsidiary; training model; English course; cohesion

English courses are core courses in both junior colleges and undergraduate colleges. In the 3+2 sub-training model, it is also very important to do a good job of linking up English courses. This is the need to solve the school's problems in the repetition of English curriculum, curriculum gaps, and professionalism. By establishing an effective English curriculum connection, it will play a positive role in promoting the realization of the 3+2 sub-training goals.

1. 3+2 English curriculum cohesion in the sub-training model

1.1 Problems in curriculum education concepts and talent positioning

In the traditional curriculum education, undergraduate education is placed in a higher position, and vocational education is underestimated. Although some undergraduate colleges and universities have established docking plans with vocational colleges under the guidance of education policies and departments, they are in actual operation. They still have a certain "discriminatory" perspective on vocational colleges. In this way, the educational concepts of the two types of colleges and universities deviate in the segmented training, and students do not agree with the application-oriented education model. After arriving at an undergraduate college, you may pay attention to academic development, which is not good for the realization of the goal of sub-training.

As far as English courses are concerned, the curriculum philosophy of vocational colleges is to improve students' oral English application level, while undergraduate colleges pay more attention to students' English academic research and professional level. Different education concepts and talent training goals will also affect them Educational direction in cooperation.

1.2 Problems in course connection

In fact, there is a certain gap between vocational colleges and undergraduate colleges in terms of the level and goals of English talent training. Therefore, the two types of colleges also have some differences in the construction of English curriculum system and standard setting. In the process of segmented training, it was found that the school had some overlaps in the construction of the English curriculum system and standards. The two types of schools have differences in the depth of English courses and the setting of school hours, and the names of professional courses and

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doi: 10.18282/le.v9i8.1986

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teaching emphasis are also somewhat different. In this way, there may also be some gaps in the knowledge content of English courses in the connection. At present, the English courses have not established a more scientific and reasonable cohesion mechanism in the sub-subsidiary training. Many cohesion is directly carried out in accordance with the English curriculum settings of the undergraduate. There is no integration process, which leads to poor cohesion of English courses. There is a waste of resources in teaching, which affects the improvement of teaching efficiency.

1.3 The connection problem in the teaching staff

At present, the 3+2 sub-training model for special training is only the first to carry out pilot work in some colleges and universities, and it has not been widely promoted and applied. The pilot schools did not make timely adjustments to the faculty for the connection between vocational education and undergraduate education. Regarding the teaching of English courses, in the sub-training, there is no special team of English teachers who have a role in cohesive teaching. There are still English teachers from the former undergraduate colleges and universities. In fact, these English teachers are not the Because they don't understand, it is difficult for them to accurately grasp the teaching focus of English courses in their teaching, and they cannot carry out effective targeted teaching in combination with the weak links of student representatives. All of these seriously affect the effect of English majors.

2. 2+2 Strategies for Cohesion of English Curriculum under the Model of Segmented Training

2.1 Improve the connection plan and do a good job of resource integration

Carrying out 3+2 segmented training is, after all, a new type of education mode, lacking relevant practical experience accumulation. Therefore, in advancing the practice of this education mode, it is necessary to do a good job in formulating and improving the connection plan in advance. Relevant schools must clarify the significance of sub-level training, grasp the needs and foundation of students' course learning, and set up scientific and reasonable English courses that are in line with their academic conditions, so that students can transition smoothly and improve their English learning level. In addition, it is necessary to integrate and optimize the English curriculum resources of vocational colleges and undergraduate colleges for the training of 3+2 undergraduates.

2.2 Do a good job of course connection to ensure the effectiveness of curriculum

In the reform of specific English sub-training courses, it is necessary to do a good job in the connection between vocational English education and undergraduate English education, to ensure that the connection between special and undergraduate courses is reasonable, to simplify the teaching of repeated English courses, and to focus on some important and difficult points. As for the missing parts of the English curriculum, it is necessary to continue to improve and fill in the blank English knowledge points, which can be used as a reference and basis for the compilation of new English textbooks to promote the improvement and development of the English curriculum. Promote the integration and rational application of resources in the connection of English courses through the formulation of effective cohesion plans, and promote the innovative reform and development of English courses.

Summary: In order to achieve the ideal education benefits for the 3+2 special-subsidiary training model, it is necessary to do a good job in the process of connection. As far as English courses are concerned, the traditional curriculum teaching model lacks the construction of a cohesive mechanism, and the curriculum setting, cohesion plan, and teacher level cannot meet the requirements. For this, in the application of the 3+2 sub-training model, it is necessary to further To do a good job in curriculum planning and connection, to promote the integration and application of resources, it is also necessary to continuously strengthen the construction of the teaching staff, pay attention to the training of professional English connection teachers, ensure a smooth transition of the connection work, and improve the quality of the segmented training of English courses.

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